



Coordinating Board for Higher Education's Curriculum Alignment Steering Committee Charge

The passing of Senate Bill 389 has mandated that in order to receive increases in state appropriations, all approved public two- and four-year institutions shall work with the commissioner of higher education to establish agreed-upon competencies for all entry-level collegiate courses in English, mathematics, foreign language, sciences and social sciences associated with an institution's general education core...

Furthermore the Coordinating Board is charged with developing policies and procedures to ensure such courses are accepted in transfer among public institutions and treated as equivalent to similar courses at receiving institutions. Finally, the bill indicates that the department of elementary and secondary education shall align such competencies with their assessments.

While Senate Bill 389 has created an impetus for action, the Coordinating Board for Higher Education sees this mandate as an opportunity to create a comprehensive strategic approach to curriculum alignment and competencies articulation, smoothing transition and transfer pathways for students throughout the P-20 system. In order to create a unified initiative, two additional areas of focus are included as part of this curriculum alignment work: arts and humanities, in order to acknowledge its inclusion in beginning general education courses; and engineering and technology, taking into account the statewide priority to align and promote math and science fields through the recommendations of the governor's METS Coalition.

In order to fulfill these mandates, the Commissioner of Higher Education, through the authority of the Coordinating Board for Higher Education (CBHE), has established the CBHE Curriculum Alignment Steering Committee (CAS) and seven faculty workgroups organized by the following academic disciplines: English and communications; mathematics; foreign languages; sciences; social sciences; arts and humanities; and engineering and technology. Each disciplinary workgroup has been charged with identifying the entry-level general education courses in the discipline and developing both entry-level competencies for each of the discipline areas and exit-level competencies for each course. The CAS is charged with coordinating the work of faculty disciplinary groups and identifying policies and procedures to ensure full implementation by public colleges and universities.

The following responsibilities are necessary to carrying out this charge:

1. Define scope of work and outcome goals for curriculum alignment work
2. Develop a time-line for completion of curriculum alignment mandates and goals
3. Develop and implement a communication plan to publicize, allow feedback, and build support at the secondary and postsecondary levels concerning curriculum alignment activities
4. Communicate with and coordinate the specific course-level work of the Discipline Workgroups
5. Compile the work of the Discipline Workgroups and develop curriculum policy recommendations for delivery to the Commissioner and the Coordinating Board
6. Define ramifications upon other Department of Higher Education policies and develop accompanying policy recommendations